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AUTHOR Harris, Thomas E.
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ABSTRACT

Research indicates that skills in listening to and motivating people need to be emphasized more in undergraduate business communication courses. Three theories of motivation--Maslow's hierarchy of needs, McClelland's achievement motive, and Hersberg's motivation-hygiene theory--can introduce students to the systems perspective, an approach suggesting that workers' motivations can only be understood in relationship to their work setting. To develop skill in listening, students must develop active feedback techniques: encouraging, restating, reflecting, and summarizing. By responding to hypothetical examples, students can gain skill in listening and thus in changing people's need for sympathy, fame, power, and prestige into positive motivational factors--desire for empathy, recognition, cooperation, and respect. (HOD)

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EFFECTIVE TEACHING OF BUSINESS COMMUNICATIONS:

RESPONDING TO REPORTED BUSINESS NEEDS

Thomas E. Harris*

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*Dr. Harris is an Assistant Professor, Department of Communication, University of Evansville, P.O. Box 329, Evansville, Indiana 47702

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Effective Teaching of Business Communications: Responding to Reported Business Needs

Thomas E. Harris

The importance of communication to organizations and business is so well established that few books on organizational behavior neglect a discussion of various aspects of communication. With the trends of the eighties toward a greater emphasis on service jobs, the importance of communication will become even more evident.

In a 1982 study summarizing over 45 studies of the communication needs in a large variety of organizations, the authors conclude that "communication is one of the (if not the) most important aspects of one's organizational activity. Proficiency in various communication skills is essential, required and expected, is often valued above technical expertise or skills, and is likely to play an important role in promotions."[1] The study specifically found seven skills to be the most important for the individual planning to pursue a business or organizational career. These seven skills, based on a summary of the 45 studies, are: (1) listening, (2) writing, (3) oral communication, (4) persuasion and motivation, (5) group problem solving, (6) interviewing, and (7) interpersonal competency.

As useful as these results might appear to the business communication teacher, two mitigating circumstances often prevent the actual teaching of these skills. First, Gibson and Glenn surveyed business textbooks over a twenty-four year period and conclude that the present textbooks have not responded to the oral communication needs of students and have evolved slowly in response to the specific needs of business students.[2] In fact, the textbooks surveyed reflected little relevance to the potential needs of business

and professional students in the area of "real-world" communication skills. When the results of the 45 surveys are placed against the content of the textbooks surveyed, the inadequacy seems to be even greater. In another survey, Dorrell and Johnson compared the topics covered in twenty college-level communication textbooks.[3] The authors conclude "although . . . surveys have shown that oral communication is a vital skill to business people, it is interesting to note that the percentage of text space devoted to this area ranges from 23.7 percent to 0. Eighteen of the twenty texts developed this topic in less than 10 percent of their space. Only Huseman and Sigband develop it in more than 15 percent of total space."[4] So, to a large extent, the business communication teacher must use textbooks that do not correctly reflect the apparent needs. When reviewed in light of the seven needed skills, none of the textbooks adequately develops methods for acquiring or understanding these competencies.

Second, DiSalvo, et. al, also indicate that present efforts to teach business communication are too dependent on the "lecture-discuss my lecture-multiple choice test" approach.[5] Since real-life organizational and business situations rarely have correct answers, instructional programs must teach the reason for the skill so that it can be effectively applied. The student's ability to apply the seven skills must be the most important goal of the course.

Harris and Thomlison, in 1982, tried to determine which of the skills freqently mentioned in the 45 surveys were not being performed well on the job. Their assumption was that the fact that a skill was seen as important by persons in an organization might not mean that there was a commensurate inability to perform that skill. Their survey indicated that there are particular skills that are not only important but also are clearly in need of additional undergraduate training.[6] With this additional criteria, listening and motivation emerge as the two areas which are in need of more

undergraduate emphasis. For the purpose of this paper, these two areas will be further discussed. This is not to indicate that the other areas are unimportant. But, motivation and listening are chosen regardless of the type of organization, business, or interaction.

To effectively develop these skills in the business communication classroom, a process perspective of communication must be adopted. From this view, communication is an on-going process in which one cannot not communicate.[7] To accept that all behavior is potentially meaningful in the communication patterns between individuals allows the teacher to explain why motivation can only occur between people and listening can be effective only when it is active. The link between motivation and listening is through the attempt by individuals to use feedback. Without belaboring the point, the concept of public speaking has been based on an action model that sees communication as something one person does to another. This position has hampered learning the ability to motivate individuals since it presumes that one individual can make another do something. The process or systems perspective sees all change occuring because of the interaction between the elements in the transaction. The value of this view is in unifying all the important factors so that the student can understand what occurs in communication.

This paper will discuss three theories of motivation and provide specific means for teaching these in an active process method. It will then indicate how listening can be taught and linked to motivation.

Teaching Motivation

Little suprise should be expressed in finding motivation as one of the areas where the college student needs better communication training. Since all organizations and businesses are essentially systems of interdependent individuals and subgroups, even the earliest theorists on organizational behavior realized that the group must work effectively in order

for the efforts of any one individual to really help the organization. As the complexity of organizations and products has increased, the fundamental maxim has become more and more true. The teacher of business communication must address this fundamental truth regarding organizations.

First, it is axiomatic that motivation cannot occur without communication. After developing the transactional or systems perspective of communication, the teacher can ask students to find an area of work related motivation that does not require communication. Obviously, job descriptions communicate the parameters of one's employment, procedural changes are communicated, and so on. In fact, all behavior in an organization between people requires some type of communication. Motivation, or any attempts at behavior alteration, must have communication.

Second, it is axiomatic to understand that motivation cannot be successfully forced in a large organization. It can be induced, aroused, and stimulated and the particular strategy taken by individuals becomes quite important. In his classic distinction between Theory X and Theory Y leaders, McGregor[8] presents the case against the use of threats and fear, or theory X, as a means of motivation. Innumerable studies have supported the general need for a positive motivational climate.

Finally, it is axiomatic that motivational attempts must be tied to the work and the organization rather than a charismatic manager. Motivation must come from what the individual does and not from some cosmetic change. This last principle is demonstrated by an examination of three theories and the application of them in the classroom.

Maslow's "Hierarchy of Needs"

Abraham Maslow's "Hierarchy of Needs" is one of the key contributors to our knowledge of human motivation.[9] Maslow saw man as a goal-seeker throughout each individual's life. Each person was not motivated in a random fashion,

but instead sought to obtain some goal in their life. These drives to obtain goals were internally provided and only by dealing with these internal drives can a person be motivated. Each person must realize that a particular need is not being met and they will then strive to meet that need. However, that will only occur as each need in Maslow's hierarchy is met. People will not skip one level of need to satisfy another. Once a particular need has been met, it no longer acts as a motivator.

These five needs or drives are: the physiological needs such as food, warmth, shelter, water, sleep, sexual fulfillment, and other bodily needs. As a basis of motivation, these needs will govern an individual's behavior until they are relatively satisfied.

The second level are safety needs and they include physical safety as well as feeling safe from future injury. To some degree emotional security and freedom from illness can be placed in this second level and these concerns may manifest themselves with job safety issues.

The third level are the social needs such as belongingness and love which are usually fulfilled by our tendency to be members of social groups. In the normal workingplace, these three levels must be addressed in some manner before the individual can be motivated by the last two levels. Maslow observed that these needs occur in a hierarchy of preeminence throughout a person's development and maturation. The evolution of most organizations has carried with it the meeting to some extent of these three need areas. As a basic question concerning motivation, one can first see if these three areas are being met.

The need for esteem, which is the fourth level, is characterized by a personal internal desire for self-respect which can include personal worth, adequacy, and competence; and secondly, by an external affirmation by others

through respect, admiration, recognition, and status. Regardless of the level of an entry position in the modern organization (for example, clerk typist through the "new" assistant manager) little formal satisfaction occurs for this fourth need. The informal communication channels do, of course, provide extensive support and this probably explains why informal channels are utilized in all businesses and organizations. At the early stages, respect from one's co-workers is often more important than respect from the boss.

At the peak of Maslow's hierarchy of needs is the realization of one's potential, self-fulfillment, and creative expression. This need for self-actualization is a process whereby one realizes their real self and works toward becoming what one is actually capable of beconing.

Maslow is a necessary starting point for understanding the use of communication in motivation. Only by perceiving what the individual's actual needs are in relationship to this hierarchy can the manager or the employee successfully use motivation. This process of understanding is one of communication. It can be safely assumed that college graduates will be meeting their first two needs with beginning pay levels. The process of being a member of an organization works to fulfill the need to belong. In looking for motivators, individuals often point to the easy ones such as money without realizing that they do not necessarily motivate people to work harder or more productively. Transactions with people seems to be the needed element.

To demonstrate this discrepancy between the expected motivators and the actual needs of employees, students should be asked to rank from one to ten in order of importance the following items <u>for an average employee</u>. The items are: good pay, interesting work, job security, full appreciation of work done, promotion and career growth, tactful disciplining, management loyalty to workers, help with personal problems, feeling "in" on future developments, and good working conditions.

The instructor might want to ask the students to justify their own rankings. It is likely that they will provide their own motivators as justifications for their personal ranking decisions. This particular list has been used widely and the actual "correctness" of the rankings is not as important as the discrepancy between the students choices, the workers or employees choices and those of management. Executive Productivity[10] reported the results of one study in November 1982 that gave the following order of preference:

Wants employees say they want from their jobs:	What managers think employees want:
1. Interesting work	1. Good pay
2. Full appreciation of work done	2. Job security
3. Feeling "in" on future developments	3. Promotion and career growth
4. Job security	4. Good working conditions
5. Good pay	5. Interesting work
6. Promotion and career growth	6. Tactful discipline
7. Good working conditions	7. Management loyalty to employees
8. Management loyalty to employees	8. Full appreciation of work done
9. Help with personal problems	9. Help with personal problems
10. Tactful discipline	10. Feeling "in" on future developments

There is no correctness in the particular ranking. The point of the exercise is to indicate the discrepancy between the expectations of various groups with regard to other people's motivation. Students will frequently be suprised by the difference between their own wants and those

expressed by either of the other two groups. A more extensive analysis is provided in "The Blue Collar Blues."[11] The categories provided in this particular exercise are:

--Insert Table I--

Students should be asked to rank these items based on what most young, non-college blue collar workers want in a job. The article describes the workers a mostly high school graduates in their twenties who do work requiring a fairly high degree of precision and skill. As the correct rankings of the table indicate, assuming the motivating factors for other individuals is a risky judgment concerning someone else's internal motivational state.

Finally, the students could be asked to discuss each of the needs or wants described in terms of Maslow's hierarchy. The logic of the modern working place providing most of the initial two stages of Masolow's hierarchy should become apparent. The question of perspectives should be applied to the concept of "good pay" and "job security" as it provides the upper two levels of motivation for someone in the management office. In fact, each of the assumed reasons for people working can be fully discussed to determine the difference between a label of a want and an actual need.

The concepts of effective listening through feedback will be presented later in this paper, but the need for a transactional perspective toward motivation should be obvious at this point. Unless the worker can let the employer know what their actual needs are, there is little likelyhood that the actual needs can or will be met. As long as the perspectives remain quite different, the job of motivating individuals will never be successful. All of the issues regarding closed versus open communication in an organization and business would apply to this particular exercise. Since motivation is

a key issue for all individuals within an organization, the need to learn and apply the basic concepts of transactional communication becomes a natural outgrowth at this point.

McClelland's Achievement Motive

For the college student, the concept of achievement seems to be a natural explanation for why people would work. After all, why do people go to college except to acheive some greater goals in life? In many ways, this achievement motive is the ultimate in attribution since most individuals see it as the opposite of failure and that would mean not accomplishing one's desired goals. Since World War II, McClelland[12] and his associates have carefully studied this assumption and have concluded that this actually acts as a strong motivator for only about 10 percent of the population. He defines the achievement motive as a need to be successful based on internal evaluation. In order to fulfill this need, achievers tend to be goal setters who want to tangibly accomplish something. They value competence over friendship and want precise and relatively quick feedback regarding their performance. To a large extent, successful salespeople fit within this category. Sales provide an on-going process of evaluation and the promise for immediate rewards. The goals are practical, are not either easy or difficult, and they can accomplish a success or win without questioning the value of the effort. In other words, the accomplishment makes them give themselves a positive evaluation. McClelland started with the assumption that all people should be directed toward the concept of achievement and as his research has progressed in motivation, he has concluded that the other two motives work equally well for given individuals in a particular organization and position. This is an important realization since it underscores the conclusion provided by Maslow that each person has a

complex motivational structure. McClelland also concluded that no one motive operates by itself. Each person has all three motives, but for most people one or two dominate all job related motivation.

The second possible reason for working is affiliation. For these individuals pleasant relationships and frienships are more important than getting ahead. They tend to be group-oriented, whereas the achievement individual wants to be recognized for their own unique contribution. At the risk of over-simplification, these individuals would probably sacrifice a pay increase for the good of the group and to maintain a friendship. This is not to suggest a masochistic outlook toward succeeding, but it points to the importance of this need over the achievement motive.

The final reason for working is the power motive. McClelland's preliminary findings indicate that many successful managers are primarily motivated by this need. These individuals find satisfaction in controlling and influencing others. Their positions provide status and authority and therefore satisfaction. This need to influence and be looked up to are powerful motives for some individuals. However, there is no reason to believe that the majority of individuals want or expect these power factors in order to be motivated at work. Each person tends to be primarily motivated by one of the three areas, achievement, affiliation, or power, and the job will satisfy them if they receive the reinforcement through the correct or appropriate channel.

An extremely interesting means for explaining this concept to a class is through the use of an exercise called the "joiners." The instructor asks the class to think of organizations and activities to which people devote a lot of time and energy away from work (or classwork). Make certain that the list that the class develops is fairly extensive and includes items such

as team sports, greek organizations, student council, campus publications, charities, off-campus activities, and so on.

Divide the class into smaller groups and ask each group to record and discuss all the reasons they can think of why people would devote so much time and energy to these organizations "off-the-job" or "away-from-classwork." Allow ten minutes for this part of the activity.

Typically, responses include feelings of power and authority, challenge, responsibility, a sense of being wanted or needed, recognition, pleasure, a chance to do meaningful activities, and an opportunity to be with friends. There are certainly many other possible responses. Try to keep the list within the general categories provded by McClelland by making sure you ask for the most compelling reasons or the most universal reasons. Normally, the class will indicate the three motives provided by McClelland and the complexity of individual motivation can be fully developed. Why people choose to join at all is the major issue and this can then be applied to the workplace. People seem to be willing to work even when there are not great survival needs and McClelland offers a valid perspective for examining this behavior. Note that on the list will be activities that provide instant rewards and these will probably indicate achievment orientations. Some will indicate the pleasure of the group activity and this will indicate an affiliation motive. People who want to make decisions, frequently strive for the presidency of organizations, and like to be "in-charge" will probably be expressing a power motive. Besides indicating the variety of motives for each activity and individual, this exercise underscores the complexity of motivation and the need to allow individual's to express their own reasons for being motivated if we expect them to be motivated at the workplace.

Hersberg's Motivation-Hygiene Theory

Hersberg is known for conducting one of the most thorough studies in the field of motivation. Actually, his studies have spanned a large number of organizations and occupations. His "motivation-hygiene" theory grew out of his research on job attitudes of 200 accountants and engineers.[13] The research design was a simple one. It was built around the questions: "Can you describe, in detail, when you felt exceptionally good about your job?" and "can you describe, in detail, when you felt exceptionally bad about your job?" The particular time recalled in answering these questions had to be connected with a specific objective event or happening. The individuals were then asked to report the intensity and duration of their feelings about the event and the effect it had on their subsequent behavior. This particular research design has been applied to professional and non-professional (skilled and unskilled) men and women, as well as managerial and non-managerial employees. Since his work has been successfully replicated in numerous studies, it has taken on a aura of acceptability that fully supports the systems perspective toward motivation.

When asked about the various factors that influenced them at work, Hersberg's most interesting finding was that rarely were the same kinds of factors mentioned in connection with both good and bad work experiences. In fact, they appeared to be separate and distinct types of experiences. Hersberg found, for example, that the opposite of satisfaction on the job is not dissatisfaction, instead it is no satisfaction. Conversly, the opposite of dissatisfaction is no dissatisfaction, rather than satisfaction. Satisfaction and dissatisfaction are discrete feelings, not polar extremes on a continuum. Placed in the context of motivation, the results are clear. Merely changing one type of issue does not mean that all other issues will be resolved and may not lead to greater motivation.

The two categories fit into Maslow's hierarchy of values. Hersberg labels the first group, the context issues, dissatisfiers. These have to do with the environment itself and therefore Hersberg labels them as hygiene factors. Briefly, these include working conditions, salary, job security, company policy and adminstration, interpersonal relations with people on the job and technical supervision. Since these fall within the definitions provided by Maslow's first three levels in his hierarchy, the factors act as necessary but not sufficient reasons for motivation.

On the other hand, the satisfiers, or the actual motivators, included achievement, recognition, and responsibility which respond to the upper levels of Maslow's hierarchy and to the three motives developed by McClelland. Of importance to the teacher of motivation through communication is the obvious affirmation by all three theorists that the human factors are the ones that tend to lead to greater willingness to work and productivity. These human factors are not connected with superficial "handshaking," but genuine steps toward affirmation of each person's own individual goals. The hygiene factors, so are critical to development, do not provide the person with the opportunity to grow toward fulfilling their goals. Of course, if they are not being met, the individual cannot move forward toward goal achievements. The irony of managers offering more fringe benefits and greater pay or better working conditions to solve morale problems is obvious since they are addressing the wrong motivator.

The most successful means for making this distinction clear for the student is to ask them to rank certain items in terms of their importance to motivating people. This exercise works best after Hersberg's concepts have been introduced. The following list should be distributed to individual students and they should be asked to mark their own responses. There are a large number of additional questions that each teacher might want to include on this list.

--Insert Table II--

The discussion that will follow from the various perspectives will provide the class with an opportunity to develop an indepth understanding of the various facets of Herberg's theory. An important factor in the discussion should be that work itself must be rewarding in order to actually motivate people.

Motivation, then, can be taught by the introducing of three theories into the business communication classroom. While there are several other theories that might also be introduced, these three allow a clear introduction of the systems perspective which suggests that individuals are motivated by their needs in relationship to the work setting (and all the factors that will be involved) and only through a use of a transactional perspective can we be motivated or motivate others. We might not be fully aware of our own personal goals and these exercises indicate that we should examine them when we choose a position to make certain that we will be meeting our own goals. In addition, we must look to other people to find out why they might or might not be motivated rather than trying to impose our own reasons. Finally, most work settings provide little potential for the first several needs outlined by Maslow for use as motivators since they are already provided, do not speak to McClelland's three motives, and act primarily as dissatifiers.

Listening

The teaching of listening is increasingly popular in many courses in business communicaton. However, listening has normally been regarded as a passive activity that one simply does. In every survey of businesses, better listening behavior is picked as a needed skill. Our response to this need has been to test individuals and find that they do not listen well and then give a lecture regarding the steps for active listening. We tend to enhance passivity by not teaching by doing when it comes to listening skills.

The ability to develop the skill of listening requires that students become active in the process and this can only be accomplished through developing active feedback techniques. Making people better acquirers of information does not test their actual listening ability, only their ability to remember data. So, the practice of active feedback is the best means for teaching listening. There are four types of verbal statements that can indicate active feedback.

--Insert Table III--

Hypothetical examples should be developed which require the student to develop verbal responses in a natural fashion. Non-verbal behavior such as head nods, body movement, eye contact, gestures, and so on work to indicate to the other individual that they are being actively listened to and can only be successfully accomplished through active listening. We should remember that most individuals surveyed regarding listening as an area of need see it as something the other person should work on. Teaching active listening through feedback requires that everyone develop the skill.

Linking Motivation and Listening

Generally, the means for motivating people or for giving each person support for their own motivational drives is dependent on active listening and feedback. If we want people to accomplish more, for example, we must find out what they actually want and then provide it to them through some mechanism. From the listening standpoint, people want sympathy, fame, power, and prestige. In terms of the ability to use these as motivational factors, we need to use feedback to turn them into empathy, recognition, cooperation, and respect.

--Insert Table IV--

The cycle becomes complete when we use the communication techniques to address the specific needs of the individual based on active listening and

feedback.

Conclusion

The ability to teach the needed skills to our business communication students is a primary goal of all educators. Two of those needs, motivation and listening, need greater emphasis in the business communication curriculum.

Present textbboks and course structures do not seem to adequately address these needs. For a successful development of these skills, the communication process must be viewed as transactional and the organization must be viewed as a complex system of behavior. Both of these perspectives allow the business communication student to look at motivation from a process orientation and successfully understand the successes and failures of present efforts at motivation. Intrinisic to this goal is the ability to develop active listening techniques. Understanding how to provide useful feedback will achieve this goal.

Rather than focusing on elements of communication that have been traditionally taught to undergraduates such as public presentations, the teacher of business communication should make certain that the training is applicable to the marketplace. The need to deal with present needs with better tools must be a primary goal of educators. As Marshall McLuhan observed, "we shape our tools, and then our tools shape us." Past methods of teaching prospective members of the business community about communication simply do not apply to the present and future needs.

Footnotes

[1]Vincent S. DiSalvo, Dave Dunning, and Benjamin Homan, "An Identification of Communication Skills, Problems and Issues for the Business and Professional Communication Course," paper presented at the Central States Speech Association Convention, April 1982, 23.

[2]Gerald M. Gibson and Ethel C. Glenn, "Oral Communication in Business Textbooks: A Twenty-four Year Survey," The Journal of Business Communication, 19 (Fall 1982), 39-47.

[3]Jean Dorrell and Betty Johnson, "A Comparative Analysis of Topics Covered in Twenty College-level Communication Textbooks," The ABCA Journal, 16 (Sept. 1982) 11-16.

[4]Dorrell, 14.

[5]DiSalvo, 23.

[6]Thomas E. Harris and T. Dean Thomlison, "Communication Training Needs in Organizations: A Competency/Proficiency Based Study," paper presented at the International Communication Association Convention, May 1983.

[7]Paul Watzlwach, Janet Helmick, and Don D. Jackson, Pragmatics of Human Communication (New York: W. W. Norton and Co., 1967), 120-1.

[8]Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Co., 1960), 33-4.

[9]Abraham Maslow, Motivation and Personality (New York: Harper and Row, 1954).

[10]Executive Productivity, 2 (Nov. 1982) 1.

[11]A Cohen, S. Fink, H. Gordon, and R. Willits, "The Blue Collar Blues," Teaching of Organizational Behavior, I (Jan. 1975) 31-4.

[12]David C. McClelland, The Achieving Society (New York: Van Notrand Reinhold, 1964).

[13]Frederick Hertxberg, Bernard Mausner, and Barbara Block Snyderman, The Motivation to Work, 2nd ed.(New York: John Wiley and Sons, 1959).

Table I

The Blue Collar Blues

The number in ( ) indicates the ranking based on the survey and article.

(3) Seeing the results of thier own work

(8) Chance to make a lot of money later on

(13) Not too demanding a job

(4) Chance to use their minds

(1) Interesting work

(14) Not expected to do things not paid for

(10) Job in growing field/industry

(2) Good pay

(15) Having a job that does not involve hard physical work

(5) Chance to develop skills/abilities

(7) Recognition for a job well done

(11) Socially useful work

(6) Participation in decisions regarding job

(9) Good pension plan

(12) Not being caught up in big impersonal organization

Table II

AGREE/DISAGREE LIST FOR HERSBERG'S MOTIVATION THEORY*

Directions: Read each statement carefully and place an "X" by it to indicate whether you agree or disagree. You may choose only one response.

		Agree	Disagree
1.	Work that an employee considers interesting is an important source of motivation.	___	___
2.	The opportunity to experience achievement on the job is an absolute necessity if a person is to be motivated at work.	___	___
3.	Shorter work hours (for example, the four-day week) is one good motivational tool.	___	___
4.	Incentive pay plans, if tied directly to individual productivity, are an effective motivational tool.	___	___
5.	Improved two-way communications can greatly enhance job satisfaction of employees.	___	___
6.	Plans that push decision-making responsibility down in an organization will be met with resistance by most employees.	___	___
7.	Improved working conditions often affect employee attitudes significantly and contribute to their level of job satisfaction.	___	___
8.	Elimination of the sources of job dissatisfaction, whatever they may be, will result in improved job satisfaction and motivation.	___	___
9.	In most cases, extending more decision-making to employees involves more risk than gain.	___	___
10.	Employees on routine or repetitive jobs are often more motivated and satisfied with their jobs if they understand how their work contributes to the overall company goals and objectives.	___	___

*This exercise is adapted from a longer version in Donald D. White and H. William Vroman, Action in Organizations: Cases and Experiences in Organizational Behavior (Boston: Holbrook Press, 1977).

Table III

KEY ACTIVE LISTENING/FEEDBACK TECHNIQUES

Type Statement	Purpose	To Achieve Purpose	Examples
A. Encouraging	1. To convey interest 2. To keep person talking	Do not agree or disagree. Use non-commital words with positive tone of voice.	1. "I see..." 2. "Uh-huh..." 3. "That's interesting..."
B. Restating	1. To show that you are listening and understanding. 2. To let it be known that you grasp the facts.	Restate the basic ideas, emphasizing the facts.	1. "If I understand your idea, it is..." 2. "In other words, this is your decision..."
C. Reflecting	1. To show that you are listening and understanding. 2. To show you understand how he or she feels.	Reflect the basic feelings.	1. "You feel that..." 2. "You were pretty disturbed by..."
D. Summarizing	1. To pull important ideas, facts, etc., togeather. 2. To establish a basis for further discussion. 3. To review progress.	Restate, reflect, and summarize major ideas and feelings.	1. "These seem to be the key ideas you have expressed..." 2. "If I understand you, you feel this way about the situation..."

Table IV

LINKING MOTIVATION AND LISTENING

Want	Need	How
Sympathy	Empathy	Put yourself in their shoes. Project your personality into their situations so as to understand them better.
Fame	Recognition	Show you appeciate their efforts and talent by telling them so.
Power	Cooperation	Show support verbally and nonverbally by saying and doing things to assist their cause or activities.
Prestige	Respect	Demonstrate trust in their ability and appreciation of their skills.

Each of these activities takes the basic wants of the individual and satisfies it through the meeting of a need.